

**STATE BOARD ADVISORY PANEL
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at the Arizona Dept. of Education, 1535 W. Jefferson, Room 417, Phoenix, Arizona, on September 18, 2012, from 9:30 am – 3:30 p.m.

Members Present

Lisa Bernier
M. Diane Bruening, Ed.D.
Ronald L. Clanton
Susan Douglas
Amanda Heyser
Gail Jacobs, Ed.D., Co-Chair
Sharon Lynch
Dr. Ida Malian, Vice Chairperson
Leanne Murrillo
Laura Schweers
Nancy K. Williams, Co-Chair

Others Present

Valerie Andrews-James, ADE/ECSE
Angela Denning, ADE/ESS
Jeannette Zemeida, ADE/ESS

Members Absent

Robert Hill, Ed.S.
Kimberly A. Peaslee
Ralph Tillapaugh

Minutes Approved (As Read)(As Amended)

Chairperson:

Signature

Date

Topic	Discussion	Outcome
1. Call to order.	Nancy Williams, Co-Chair, called the meeting to order at 9:40 a.m.	1. None.
2. Approval of June 19, 2012 minutes.	<p>Sue Douglas made a motion which was seconded by Dr. Gail Jacobs to approve the minutes of the June 19, 2012 meeting. Members discovered two typos in the minutes</p> <p>The motion, with changes, was approved.</p>	2. Motion carried.
3. Public Comment.	Dr. Jacobs welcomed the public in attendance. She explained to those present the procedures for making a comment. Anyone wishing to comment on an agenda item was asked to fill out a brief questionnaire stating which agenda item they wished to comment on. That person would then be called on when that item was discussed. Anyone wishing to comment on an item not on the agenda was asked to come forward at that time.	3. None.
4. Exceptional Student Services.	<p>Some items on the agenda were taken out of order due to presenter availability. Items from Exceptional Student Services were presented throughout the meeting.</p> <p>Audra Ahumada, AIMS A Coordinator, Arizona Department of Education (ADE) updated the Panel on the development of the assessments for the Common Core Standards.</p> <p>Ms. Ahumada introduced Wendi Anderson, the new representative for Partnership for Assessment of Readiness for College and Careers (PARCC) at ADE. She oversees the state's transition to the new assessment.</p> <p>Ms. Ahumada provided the Panel with a copy of the SCHEMA for National Center and State Collaborative Consortia (NCSC) Resources [Handout 1].</p> <p>A "mega-webinar" will be held in either October or November to introduce the available resources and supports for the new alternate assessment. The mega-webinar will be used to access as many people as possible in the most efficient way. Ms. Ahumada will host a Go-To Webinar training and then there will be webinars held regionally around the state. There will be six educational consultants that will facilitate face-to-face each of the regional webinar trainings. If available, the Community of Practice (CoP) will attend the webinar trainings.</p> <p>Ms. Ahumada will review the NCSC materials at the November SEAP meeting.</p> <p>Arizona is the first state in the consortium to present and introduce the training materials for the new alternate assessment. Ms. Ahumada introduced the materials at the Directors Institute in September.</p> <p>Ms. Ahumada is developing an infomercial to introduce the new terminology that the</p>	4. None.

Topic	Discussion	Outcome
	<p>documents contain. It should be available for viewing in November.</p> <p>Ms. Douglas asked Ms. Ahumada to explain some of the terms used on the SCHEMA.</p> <p>New terms include: UDL: Universal Design for Learning; Ele: Elementary, middle and high school; SASSI: Simple Activities with Scripted Systematic Instruction; and LASSI: Language Arts Activity with Scripted Systematic Instruction.</p> <p>The SCHEMA outlines the instructional units that are being created. There will be examples and full lessons for teachers to use. The full lessons contain step-by-step instructions for the teacher. There are two types of lessons because students in the alternate assessment populations have various skills. If there is a student in a general education classroom who will be taking the AIMS-A assessment in that classroom, there will be lessons that can be implemented for that student. If the student is in a self-contained classroom then a teacher may use the SASSI. As of now, all the materials are available only in the area of math. English Language Arts (ELA) will be available in Spring 2013.</p> <p>The connectors are quite lengthy since each of the common core standards have to be broken down. The SCHEMA illustrates how everything is connected. The new term, "Graduated Understandings" is how the connectors are now grouped by instructional families. This should be user-friendly for teachers.</p> <p>Ms. Ahumada reviewed the other components indicated on the SCHEMA.</p> <p>Teachers will be able to access the information through the consortia website. States have asked that they be able to access the information for their teachers, prior to website availability, so that they can decide how to introduce them to their teachers.</p> <p>Dr. Malian asked about collaboration with universities. Ms. Ahumada will work with her for ideas and contacts.</p> <p>Ms. Anderson explained passage selection and review.</p> <p>The accessibility guidelines are being finalized.</p> <p>The Educator Leader Cadre has had its first meeting. The cadre is made up of 24 educators from across Arizona. The cadre members will serve as leaders and liaisons to the regional centers. Five regional centers have been set up within the state as well.</p> <p>ADE has a new webpage for Common Core Standards: http://www.azed.gov/azcommoncore/.</p>	

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	<p>In November ADE will be bringing together a group comprised of general education and special education/ELL (English Language Learner) teachers. They will work together to scaffold common core lessons for both special education and ELL. If they have time, they will craft them for Gifted as well.</p> <p>Ms. Anderson provided the Panel with a handout [Handout 2] regarding the assessments and discussed the information.</p> <p>More new terms: EBSR: Evidence Based Selected Response; TECR: Technology Enhanced Constructed Response; and PCR: Prose Constructed Response.</p> <p>Ms. Anderson fielded questions from the Panel.</p> <p>PARCC is working to survey and assess the technology needs of the Public Education Agencies (PEAs). All four consortia are currently working together on the technology component of the assessment.</p> <p>Dr. Jacobs asked about testing for Secure Care students who do not have access to the Internet. Ms. Ahumada informed the Panel that the needs of homebound students who don't have internet access are being considered. She will take the information regarding Secure Care students back to the consortium.</p>	
5. Parent Support---Parent Information Network (PIN).	<p>Jill Anne Castle, Parent Information Network Specialist (PINS), ADE/ESS updated the Panel on current activities.</p> <p>Angela Denning introduced Oran Tkatchov, the Director of Professional Development for ADE Comprehensive System of Personnel Development (CSPD).</p> <p>PIN currently has 2 specialists in Southern Arizona, 1 in Northern Arizona and 1 for Maricopa County.</p> <p>PINs work with parents to give them one to one technical assistance; exhibit at conferences, conduct trainings for both parents and agencies; and work closely with school staff and directors to help them work with parents in their districts.</p> <p>The structure of PIN has recently changed. PIN is now working more collaboratively with Raising Special Kids (RSK) and PIN specialists will be joining RSK. PIN specialists will be ADE/ESS employees until June 30, 2013. Beginning July 1, 2013 they will join RSK as their staff.</p>	5. None.

Topic	Discussion	Outcome
	<p>Ms. Castle receives approximately 9-17 calls a day from parents. The length of each call varies, depending on the amount of support or technical assistance that each caller needs. About half her calls are parents calling for the first time and half are individuals needing continuing technical assistance.</p> <p>Top issues include behavior, evaluations and graduation/transition.</p> <p>The Parent Information Network has quite a few resources. They have the Blue Pages, as well as their media lending library. PINS also keep abreast of local resources and will recommend them as well.</p> <p>PINS conduct trainings throughout the state. The trainings include early childhood, IEPs and parents as partners.</p> <p>Due to the upcoming move to RSK, vacant PINS positions will not be filled at the state level.</p> <p><i>[Sharon Lynch arrived at 10:20 am.]</i></p> <p>Dr. Diane Bruening suggested adding video and/or audio clips regarding the basic foundation of the Individual with Disabilities Education Act (IDEA) to the lending library.</p>	
6. New ADE Parent Support Structure.	<p>Angela Denning, Deputy Associate Superintendent, ADE/ESS and Joyce Millard Hoie, Director for Raising Special Kids, addressed the Panel regarding the changes to the Parent Information Network (PIN).</p> <p>In order to reduce costs, but at the same time expand support parents of special needs children and the community, ADE met with Raising Special Kids (RSK) to look at the services provided by each agency.</p> <p>ADE and RSK created three goals:</p> <ul style="list-style-type: none"> strengthen and expand support and assistance unifying system technical assistance <p>The vision of the merging of PIN with RSK is to maintain seamless support systems.</p> <p>The intent of the year of transition is to create a bridging phase to get all of the parts of each program in sync so that when the transition is completed next summer that RSK maintains the</p>	6. None.

Topic	Discussion	Outcome
	<p>same support and assistance currently provided by both programs.</p> <p>RSK is part of both the Regional Technical Assistance Network and the National Technical Assistance Network. RSK has additional technical assistance supports the PIN didn't have access to.</p> <p>Ms. Denning and Ms. Millard Hoie assured the Panel that employing high quality staff is a critical priority. It will be up to the current PINS to decide whether or not they will leave ADE and find other employment or transition to RSK in July.</p> <p>The Year 1 priority activity is to create the partnership and to move staff together. RSK and the PINS have already begun to hold partnership trainings on transition and early childhood.</p> <p>Some of the project activities include: determine where the needs are; where is support the greatest; and what are the questions that individuals need answered. One of the activities involved in this is to determine how the agencies engage parents and how the agencies can enable them to be active participants.</p> <p>Dr. Bruening suggested that RSK and PIN collect a list of common questions that schools receive and begin to develop trainings around these questions.</p> <p>RSK is required to report to the Office of Special Education Programs (OSEP) on the relevance of their services: Did the support meet your needs; Did it make a difference? The quality of information and materials must be high quality. RSK and ADE will be looking at monthly data to determine the relevance.</p> <p>Ms. Denning and Ms. Millard Hoi fielded Panel questions.</p>	
7. Exceptional Student Services	<p>Ms. Denning updated the Panel on ESS activities.</p> <p>The Directors Institute was held on August 27-29, 2012. The theme this year was "The Magic of Opportunity; Accessibility for All".</p> <p>There were 760 participants this year; it was the largest attendance in its history. There were 60 more people this year than the previous year. ESS is looking for a larger facility to accommodate the conference next year.</p> <p>Highlights of the conference included: the breakout session topics; the keynote speakers; and the overall conference itself. Lowlights included: food; the welcome address by the Superintendent; and the conference dates.</p>	7. None.

Topic	Discussion	Outcome
	<p>Ms. Denning and Panel members followed the report with a discussion regarding the needs of special education teachers in the classroom based on conference survey results.</p> <p>Panel broke for lunch at 11:30 am.</p> <p><i>[Sharon Lynch left the meeting at 11:30 am.]</i></p>	
8. Parent Support through Public Education Agencies (PEAs)	<p>Ms. Williams asked, "What are PEAs doing to help support parents in their own neighborhoods?"</p> <p>Her plan was to randomly survey PEAs across Arizona; however, she did not get this accomplished. The next step would be to review district and school websites, or through direct contact with parents, to see what trainings, workshops, and parent support groups are available.</p> <p>Ms. Williams reported that in the district that she is employed by that staff feels challenged in offering parent support aspects in addition to their job responsibilities. There are some positions that focus on parent and child needs. They help parents with their individual child's needs but there isn't a lot of parent group support due to staff shortages and funding.</p> <p>In the district she lives in the district has a part-time parent liaison. However, she hadn't contacted Ms. Williams as of the time the SEAP meeting to discuss the scope of her job.</p> <p>Ms. Douglas informed the Panel that this is a challenging area for small schools. There are so many needs for the parents that schools are stretched thin on resources and time. However, this is an area of concern.</p> <p>When a school has many small populations of student disabilities it is hard to cover all needs. Ms. Douglas stated that she would like to see more collaboration between districts and charters/small schools. It is easier for a parent to attend trainings locally.</p> <p>Leanne Murrillo reported that Arizona Bridge to Independent Learning (ABIL) has collaborated with districts in the past. They took some of the information from their trainings and conducted two-hour trainings with parents and students. The districts would also use the opportunity to inform the parents and students about programs within their district.</p> <p>Ms. Denning informed the Panel that ESS is looking at other units within ADE to collaborate with on parent trainings on multiple topics. At the first meeting each unit representative was asked to bring information regarding their requirements. They have mapped out the</p>	8. None.

Topic	Discussion	Outcome
	<p>requirements and have discovered several areas of crossover. There were a few units not present at the first meeting so they have been invited to submit their information as well.</p> <p>The next step will be to provide guidance to districts on how they can maximize some of the resources they already have and how to meet all the requirements – and do this with perhaps only one contact. Panel members discussed how special education students qualified for many programs, not just special education.</p> <p>Ron Clanton reported that his district had support groups formed by the PTOs (Parent Teacher Organizations). However, most of the groups are no longer viable.</p> <p>Dr. Bruening informed the group that many parents of children with disabilities have very little extra time to attend trainings. Also, many of them may have issues in finding child care so that they can attend trainings. Someone needs to find a way to make trainings/information 100% accessible. Short videos of trainings would be very helpful. In her experience, many district-sponsored trainings fizzled out when parents had unexpected circumstances prevent them from attending the trainings.</p> <p>Valerie Andrews-James, Director, Early Childhood Special Education (ECSE) informed the Panel that face-to-face communication and one-to-one support was extremely important as well and that these should be used to supplement trainings done by webinar. It helps to have the face-to-face relationship built in order to easily lead into the technology of online trainings.</p> <p>There are some topics that are better dealt with face to face. There are also some topics that work well with technology. The challenge is to figure out which is which.</p> <p>While many nonprofits conduct trainings, getting the information to parents in a school district can be difficult. Outside agencies cannot access parent information so they may need to rely on their local districts. However, many districts have strict guidelines about what they will disseminate through their students.</p> <p>The Panel had a discussion regarding an ADE clearinghouse and the legal issues for having it. RSK has more flexibility regarding posting on their website however, so they may be able to host a clearinghouse.</p> <p>Public comment was made to the discussion by Edward O'Neil, Criterion.</p> <p>Panel members discussed forming small group discussions at the November meeting.</p>	
9. Superintendent	Ms. Denning informed the Panel that Superintendent Huppenthal has created his own Special	9. Motion carried.

Topic	Discussion	Outcome
Huppenthal's Special Education Stakeholder group updates (Hoop Group).	<p>Education Hoop Group called the Special Education Advisory GROUP.</p> <p>Hoop Groups are stakeholder groups that the Superintendent has created throughout his entire career (Senator, council member, school board member). There are a variety of Hoop Groups. For example: school safety, PEA superintendents, teachers, etc. Each group meets approximately 2-3 times a year, depending on scheduling. Members of the groups are stakeholders invited by the Superintendent.</p> <p>The Special Education Advisory Group is a mix of local special education directors, teachers, parents, and board members from across the state.</p> <p>Their next meeting is scheduled for November.</p> <p>Panel members expressed their opinions and concerns regarding the Hoop Group. Ms. Denning and Dr. Malian have attended the Special Education Hoop Group and shared their experiences with the Panel.</p> <p>Dr. Ida Malian moved that "The Executive Panel invite Superintendent Huppenthal to the November SEAP meeting." Dr. Gail Jacobs seconded the motion.</p> <p>The motion was approved.</p>	
10. Early Childhood Special Education (ECSE)	<p>Ms. Andrews-James, updated the Panel on current ECSE activities.</p> <p>ECSE has newsletters on their website that contain articles regarding early childhood and that highlight exceptional programs in the state.</p> <p>Indicator 6 of the State Performance Plan/Annual Performance Report (SPP/APR) is about least restrictive environment (LRE). February 1, 2013 will be the first time that the Office of Special Education Programs (OSEP) has required states to report on Indicator 6. [Handout 3]</p> <p>Preschool LRE is a challenge because not all preschoolers are mandated to go to preschool. Even though Kindergarten isn't mandated, almost all children attend it now. Indicator 6 is complicated because OSEP requires data on children, ages 3-5, including 5 year olds that are in Kindergarten.</p> <p>Ms. Andrews-James explained how ECSE collects and reports the data. She encouraged the Panel to read the August Early Childhood Education article (http://www.azed.gov/early-childhood/memos-alerts/) for a comprehensive explanation.</p>	10. None.

Topic	Discussion	Outcome
	<p>Indicator 6A covers regular early childhood programs, receiving the majority of the special education services with typical peers. "Regular" is defined as at least 50% non-disabled/typically developing children.</p> <p>Indicator 6B covers separate special education class, separate school or residential facility.</p> <p>Panel members discussed the difficulty of collecting Indicator 6 data.</p> <p>The data shows that 48% of children are being served in a regular education classroom; most of their services are being given in a regular education classroom. Forty-six percent (46%) are being served in self-contained, special education classrooms. This is not a compliance indicator so targets for improvement will be set conservatively.</p> <p>The 48% data included children in Kindergarten. When the Kindergarteners are removed from the equation the number drops to 20%.</p> <p>Ms. Andrews-James reviewed the baseline, targets and improvement activities.</p> <p>The data used for Indicator 6 was collected from the October 1, 2011 Child Count. Ms. Andrews-James didn't receive the data until Summer 2012.</p> <p>ECSE is still updating the HELP (Help for Early Learning Professionals) Manual.</p> <p>July 1, 2012 the regular Early Childhood Certificate went into full effect. To teach in a school district-driven preschool, an individual must have the Early Childhood Certificate or endorsement. The Early Childhood Special Education Certificate has been in affect since the early 90's. In order to teach children with disabilities, an individual must have it in order to be highly qualified. The Early Childhood Special Education Certificate covers ages Birth to 5. The new Early Childhood Certificate covers ages Birth to 8.</p> <p>In order to address the shortage of early childhood special education teachers, two or three years ago the state approved pairing a K-12 special education certificate with an early childhood certificate or endorsement so that an individual would be qualified to teach early childhood special education.</p> <p>Indicator 12 covers Early Childhood Transition. Arizona is still reporting at 99%. Ms. Andrews-James reviewed the results.</p> <p>In FFY 2010 there were 8 districts that did not meet their 100% goal. All of them corrected their data within the one year deadline.</p>	

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	<p>For FFY 2011 there were 7 districts that were not in compliance. Two of them were repeats from FFY 2010. These were districts with small numbers of qualified students.</p> <p>Ms. Andrews-James reported that an ECSE Request for Proposals (RFP) for trainings for preschoolers with Autism was scheduled to be completed the following week. The RFP requested that the trainer provide 3 days of “classroom” training and 3 days of onsite coaching for teams that participate in the initial instruction. ECSE would pay for the training out of Early Special Education funds. If the district wants to purchase 3 more days of coaching, they would have that option.</p> <p>Arizona Department of Education/Early Childhood Education provided over 200 professional development sessions throughout the state last year. There were 2,600 participants in those trainings.</p> <p>Ms. Andrews-James fielded questions from the Panel.</p>	
11. Special Education Advisory Panel New Members	<p>Dr. Malian reported that Kimberly Peaslee, Robert Hill, Dr. Diane Bruening, and Nancy Williams reapplied for their SEAP positions. Two new applicants were scheduled to be approved at the September Arizona State Board of Education meeting.</p> <p>Due to scheduling conflicts, new applicants were considered without the input of the SEAP Executive Committee. In the spirit of partnership with ADE, the SEAP Executive Committee is going to develop procedures for reviewing new member applications.</p> <p>At the time of the September SEAP meeting there were vacancies on the Panel that needed to be filled.</p>	11. None.
12. Special Education Advisory Panel (SEAP)	<p>Ms. Williams announced that Valerie VanAuker had resigned. Ms. Williams expressed her thanks for Ms. VanAuker's service on the Panel.</p> <p>Prior to her resignation, Ms. VanAuker produced a draft of the 2011-2012 SEAP Annual Report, created from the meeting minutes. Ms. Williams provided the Panel with copies of the Report.</p> <p>Panel members broke into small groups to review the Report.</p> <p>Key Points Summary of Meeting:</p> <p>Partnership has been established between Parent Information Network and Raising Special</p>	12. None.

Topic	Discussion	Outcome
	<p>Kids – Will be Parent Support Network Schema for Alternate Assessment from PARCC Discussion regarding parent support through PEAs recommended small group discussions at the November meeting suggest plan to advise ESS and RSK ECSE Update Indicators 6 and 12 Newsletter RFP for Early Childhood training for preschoolers with Autism Motion Approved to send an invitation to attend November SEAP meeting to Superintendent Huppenthal Report on the success of the Directors Institute. Noted needs: Reduced paperwork Professional development Utilizing technology Retaining and supporting staff Time and resources Timely and ongoing updates on relevant topics Summarization of Nomination Review Executive Panel will be meeting with ESS to create nomination review protocol and review new applications for SEAP Reviewed and edited draft of the 2011-2012 SEAP Annual Report Discussion of overlap of SEAP and the Hoop Group, Special Education Advisory Group Created by Superintendent Open discussion by individuals invited by the Superintendent</p>	
13. Members Reports from the Field	<p>Lisa Bernier – Working on her Doctorate. Dissertation about parents with children attending private schools to find out why they choose private schools for their children with disabilities.</p> <p>Leanne Murrillo – Starting trainings in the schools through ABIL.</p> <p>Dr. Ida Malian – ASU hired Wendy Oakes, Teacher of the Year in Gilbert; she will be heading up the program to create the Early Childhood Special Education Program.</p> <p>Nancy Williams – Teachers are overwhelmed with the switch to common core. Many teachers are leaving special education.</p> <p>Dr. Gail Jacobs – Arizona Department of Juvenile Corrections (ADJC) has partnered with Right of Passage. ADJC is bringing in an online school district as part of this. They will be providing instruction online to students who want to earn education credits.</p>	13. None

Topic	Discussion	Outcome
	<p>ADJC has partnered with ASU in a transition grant for students who are in secure care. Working with students to help them transition back to the community and find jobs and secondary education opportunities.</p> <p>Laura Schweers – Project SEARCH submitted a grant with partners across state agencies to the Administration of Developmental Disabilities, a project of national significance grant. The focus is on employment first and developing an initiative to push forward. Haven't been notified yet.</p> <p>Project SEARCH has one site in Tucson that supports both a high school and a young adult transition model. They have been split and put on separate programs.</p> <p>This year Project SEARCH has rolled out a pilot with a second high school program that is on the University of Arizona campus. It is in student affairs operations, book stores, and student unions for now.</p> <p>Partnering with Medtronic in Tempe. Will have a young adult co-hort of 6.</p> <p>Partnering with WestMEC, the Western Maricopa Education Center. The curriculum will be distribution logistics. Training will be located on a community college campus.</p> <p>Susan Douglas – Her charter school is involved with several multi-year trainings through ESS. Tying to blend and support them is a huge task.</p> <p>Amanda Heyser – Relationships between schools and parents is stressed.</p> <p>Dr. Diane Bruening – Districts are spending a lot of time with teacher evaluations that are tied to student achievement results. Special Education is not relieved of that responsibility. The accountability for students is a big focus.</p> <p>Related services are limited and they are not focused in the right direction for students.</p> <p>Ron Clanton – Serves on the Governor's Advisory Panel for DDD (Department of Disabilities Division). The Individual Service Plan (ISP) format is being changed. Up to this point it's been similar to the IEP process – boxes for educational goals, physical therapy, occupational therapy, etc. All the boxes are being removed. The new format will be strictly narrative.</p>	

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14. Adjournment.	<p>The next SEAP meeting is scheduled for November 20, 2012. It will be held at the Arizona Department of Education, 1535 W. Jefferson, Room 417, Phoenix, AZ.</p> <p>Agenda items for next meeting:</p> <ul style="list-style-type: none">PAPCC – Common CorePIN/RSK Collaboration DataParent Involvement – Becky RaabeECSE Indicator 7Approval of Annual Report <p>The meeting was adjourned at 3:30 pm.</p>	14. Adjournment.